

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Northeast Kingdom Parent Child Center South's Teen Parent Education Program in St. Johnsbury, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Northeast Kingdom Parent Child Center South's Teen Parent Education Program in St. Johnsbury, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Northeast Kingdom Parent Child Center South's Teen Parent Education Program (TPE) is a day program designed to serve a maximum of 20 students, female and male in grades 9-12, who are pregnant and/or parenting. The Northeast Kingdom Parent Child Center South serves students from Caledonia and Southern Essex counties. The goal of the TPE program is to support and provide an in-house program to assist pregnant and parenting adolescents in earning their high school diplomas or pursue other secondary education options, concurrent with receiving parenting education support. The year-round program operates 28 hours per week.
2. Northeast Kingdom Parent Child Center South is licensed to operate an early childhood program by the Division for Children & Families.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on March 5, 2009.
4. The TPE program is housed in the Northeast Kingdom Parent Child Center South's facility. This location provides two primary classrooms specifically for the education program. In addition, students have unlimited access to most of the building including a library area,

gym, computer lab, kitchen, and play group childcare areas for parenting activities. The outside areas consist of a large field appropriate for structured group activities, a garden, and wooded areas that provide opportunities for environmental students. The community provides several opportunities for learning off-site. Those include Lyndon State College and its facilities, Fairbanks Museum and Planetarium, Catamount Arts, Community Libraries Northeast Kingdom Learning Services, and Community High School of Vermont. The building received a Certificate of Occupancy (CO) from the Division of Fire Safety for use as an educational facility.

5. The TPE students will be enrolled at Lyndon Institute. The students' programs are developed on an individual basis using Lyndon Institute's course syllabi; Lyndon Institute will issue credit to students who submit completed portfolios to Lyndon Institute that meet the standards set forth by the course syllabi. There is a written agreement between the center and Lyndon Institute which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the enrolling school's counselor and administrator. Support services available to students are provided by onsite staff and community partners. These services include working in collaboration with reach-up case managers to provide transportation and childcare. Guidance and counseling are provided onsite with outside support from community partners and referrals are made when appropriate. At the time of the visit there was one TPE students in attendance.
6. The center employs five individuals who are qualified by training and experience to provide instruction in the core subject areas. The program is overseen by the NEKCA Parent Child Center Director, who may also teach on a limited basis.
7. The one student's health, attendance, and assessment records were reviewed at the time of the visit.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year's statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil's full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE will work with the student's school district, to see that the services are provided either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
828-5414

Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial general and special education independent school approval to The LiHigh School, Poultney, VT, to serve a maximum of twelve students ages 11-22, within the disability categories of learning impairment, specific learning disabilities, emotional disturbance, other health impairment, traumatic brain injury, and multiple disabilities?

RECOMMENDED ACTION:

That the State Board of Education grants initial general and special education independent school approval to The LiHigh School, Poultney, VT, to serve a maximum of twelve students ages 11-22, within the disability categories of learning impairment, specific learning disabilities, emotional disturbance, other health impairment, traumatic brain injury, and multiple disabilities. This approval is for two years, through June 30, 2012.

Approval is subject to the condition that the school immediately report to the Department of Education whenever changes occur in enrollment, programs, policies, facilities, financial capacity, staffing or administration, during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §166(b)
SBE 2228 et. seq.

BACKGROUND INFORMATION:

1. The LiHigh School was founded to support youth with special learning needs towards the achievement of personal growth and success. The LiHigh School collaborates with local school districts to provide therapeutic and educational day services through tailored individualized programming and accommodated services with hands on experiences integrated in a community setting. In its present facility, the school can serve twelve students, ages 11-22, within the disability categories outlined above.
2. The LiHigh School was visited on behalf of the Commissioner on March 17, 2010, by Claire Bruno, Joan Larsen and Pat Pallas Gray.
3. The LiHigh School is housed in a two story building that includes six classrooms, an art room, a fine and gross motor skill development room, a full kitchen, and office space. The second floor of the building is presently not utilized for educational purposes. The

school building was inspected by the Division of Fire Safety, and a copy of the Certificate of Occupancy (CO) is on file at the department. In keeping with the school's philosophy of community connections as an important tool in student's success, the program relies on a number of community spaces, resources, and equipment to facilitate programming, including Green Mountain College, Poultney Food Shelf, McAffree Art Center, Pond Hill Ranch, Castleton State College, Hubbardton Battlefield, etc.

4. The minimum course of study, as prescribed in 16 V.S.A. §906, is provided and adapted to the age and abilities of the students. The LiHigh School's curriculum follows a three-stage therapeutic model of exploration, understanding, and action. This approach is relational-based, skills-based, and physiologically-oriented in focus. The students' study is in continuous evolution as the student's needs, goals, and opportunities change, with the curriculum following a path of progressive refinement and complexity as skill sets develop and grow. A checklist is kept on a daily basis for every class to monitor student's social and emotional levels, as well as academic goals. The students are grouped in one of three programming teams. The "blue team" serves students who are 14-22 years of age and are at, around or above grade level. These "blue team" students have the cognitive ability to self reflect and to develop insight into their own behaviors and have the emotional maturity to engage in a reciprocal relationship. The "green team" is designed to serve students ages 11-17, who have cognitive delays decreasing their ability to self reflect and self regulate, challenges with developing insight into their own behaviors, and emotional challenges with engaging in a reciprocal relationship. The "red team" serves students ages 11-22 with impaired ability to self reflect and self regulate, and with profound emotional, physical, neurological, and developmental challenges. A student on the "red team" will have 1:1 or 2:1 staff as needed to provide for their safety and the safety of others. At the time of the visit there were six students enrolled. There were no students on the "red team" level enrolled at the school on the day of the visit.
5. The staff includes a Program Administrator, a Program Manager, a licensed Special Educator, an Administrative Coordinator, and four Program Guides. Additional Program Guides will be hired to provide supervision and assistance as needed to maintain an appropriate student/teacher ratio for serving students with developmental challenges and disabilities. The program guides are responsible for supporting the students in their therapeutic, community, and educational settings. A program therapist is available to support the LiHigh team. The financial support for this position comes from private-pays & LEAs. The staff is qualified by degree and training and/or experience in the area(s) of assignment. Through program-wide inservice trainings and regular meetings, the staff is encouraged and supported to develop their own role and add new dimensions to the school's programming.
6. The LiHigh School submitted information to document its financial capacity to carry out its educational purposes for the period of approval.
7. The program maintains a school-year operating schedule that includes a total number of instructional hours each year that is not less than that required of a public school serving the same grades.

8. The LiHigh School has developed policies for admissions, discipline, and significant change in placement. The school implements the policies and procedures around confidentiality and maintaining educational records.
9. The LiHigh School coordinates with Local Education Agencies (LEAs) through initiating referrals when appropriate, planning and participating in IEP meetings, providing information for evaluations, and planning and developing programs and accommodations called for in a student's IEP. The least restrictive environment (LRE) is part of the school's philosophy and each student's placement is based on individual needs for a LRE.
10. The LiHigh School has a policy on prevention of harassment of students that is as stringent as the Department's model policy.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
828-5414

Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial tutorial approval to the Beckley Day Program in Barre, VT, to serve a maximum of ten students in grades 1-5, in need of a transitional program to their home school from a residential or day treatment program or who are at risk of being sent to a residential or day treatment program?

RECOMMENDED ACTION:

That the State Board of Education grants initial tutorial approval to the Beckley Day Program in Barre, VT, to serve a maximum of ten students in grades 1-5, in need of a transitional program to their home school from a residential or day treatment program or who are at risk of being sent to a residential or day treatment program. This approval is for two years, through June 30, 2012.

Approval is subject to the condition that the tutorial program immediately reports to the Department of Education whenever changes occur in the program's policies, facilities, staffing, and administration, during the period of approval.

STATUTORY AUTHORITY: Title 16 V.S.A. §828

BACKGROUND INFORMATION:

1. Beckley Day Program will be operated by Washington County Mental Health Services (WCMHS) and will serve as a transitional day program for elementary age youth in grades 1-5, who are diagnosed with a significant mental illness and who meet the Act 264 criteria for a significant emotional and behavioral disorder. These students are returning to their home program from a residential or day treatment program or are at risk of being sent to a residential or day treatment program from their home school. The objectives of the program are to enable youth to develop the skills required to access their home program environment including behavior management skills, self-regulation, social skills, and learning-to-learning skills; to assist programs in development of the skills required to support a youth's transition back to the home program; and to assist the families in developing skills to support and sustain the youth in their home. Support will be through group instruction and intensive individual support and treatment, transition processing and training specific to a youth's treatment plan, and therapeutic case management, intensive family therapy, and parent skills training. The maximum length of time in the program is up to six months. Referrals to the program will come from local school districts. The tutorial program calendar will follow the Barre Supervisory Union school year calendar and provide a minimum of two hours daily of academic instruction per week. In addition, a four week summer program will be provided focusing entirely upon treatment goals and funded entirely by Washington County Mental Health Services (WCMHS).

2. The site for the Beckley Day Program was visited on behalf of the Commissioner by Joan Larsen, and Pat Pallas Gray on March 5, 2010. The tutorial will be visited in the fall when youth are enrolled.
3. Beckley Day Program will be located in a large brick building in Barre City which is owned by Washington County Mental Health Services. The tutorial will utilize five renovated rooms that were formerly used as a child care facility. One room will be used for entry and for storing student belongings, two of the rooms will serve as main classrooms, one room will serve as a library and small group area, and the largest room will serve as a special projects and lunch room. Each room has at least two egresses. The building is has a sprinkler system and a combination smoke/CO alarm. The program space has its own entrance at grade. A Certificate of Occupancy was issued by the Division of Fire Safety for use of the space for education purposes.
4. Beckley Day Program will provide age and ability appropriate instruction and methods of instruction coordinated with the responsible school district utilizing the Oak Meadow Curriculum. The Oak Meadow curriculum provides a comprehensive elementary school curricular package that will be accommodated to each child's needs upon entry into the program, under the auspices of a VT licensed special educator. Evaluation of youth progress will be monitored and reported to the sending school on a regularly scheduled basis. Related services; e.g. speech and language therapy, occupational therapy, physical therapy, etc, will be provided and/or coordinated by the sending school. Transportation to and from the program and to appointments will be provided by the tutorial when deemed appropriate by the Beckley Day Program Coordinator. Two days during the week the children will be transported to First in Fitness for physical activity.
5. The tutorial program will be staffed by a Program Director/Educator, a Therapeutic Case Manager/Behavioral Clinician, an Individual and Family Therapist, an Elementary Educator, a Lead Behavioral Interventionist, two Behavioral Interventionist, a .25 FTE Special Educator, and a part-time psychiatric services provider, who will assess, diagnose and treat the psychiatric needs of the youth. The administrative assistant for the program will also be available, when needed, to provide substitute behavioral intervention support.
6. Beckley Day Program submitted information regarding its financial capacity to carry out its educational purposes for the period of approval.
7. Beckley Day Program has policies and procedures around confidentiality and the maintenance of educational records. The program will maintain a register of daily attendance for each student and report the attendance to the responsible school district. The program has developed policies for admissions, discipline, and significant change in placement. These were reviewed and found to be appropriate.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Addison County Parent Child Center's Teen Parent Education Program in Middlebury, VT, to serve a maximum of 12 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Addison County Parent Child Center's Teen Parent Education Program in Middlebury, VT, to serve a maximum of 25 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Addison County Teen Parent Education Program (TPE) is a day program designed to serve a maximum of 25 students, female and male in grades 9-12, who are pregnant and/or parenting. The Addison County Parent/Child Center, a nonprofit parent education and training program in Middlebury, serves three supervisory unions in Addison County. The goal of the TPE program is to support and provide an in-house program to assist pregnant and parenting adolescents in earning their high school diplomas or pursue other secondary education options, concurrent with receiving parenting education support for managing the joys and challenges of remaining in school as a young parent. The year-round program operates 28 hours per week from September to June and 21 hours per week for eight weeks in July and August.
2. Addison County Parent Child Center is licensed to operate an early childhood program by the Division for Children & Families. The on-site child care center is also accredited by the VT STARS rating system at 5 STARS.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on October 30, 2008.

4. The TPE program is housed in the Addison County Parent Child Center. This location provides two classrooms specifically for the education program. In addition, there are meeting rooms and computer spaces available to students. The first floor is handicapped accessible. On the upper level there are offices for the out-reach staff and the nurse's office. There are three in-house job sites at the center: the child care room, the front desk, and the kitchen. Students spend nine hours per week "on the job" learning job readiness skills. The building received a Certificate of Occupancy (CO) from the Division of Fire Safety for use as an educational facility.
5. The students' programs are developed on an individual basis, and each school district works with the educational coordinator to create individualized learning plans. The TPE students are required to be enrolled in a public school. There is a written agreement between the center and the enrolling school which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the enrolling school's counselor and administrator. Each student also works individually with the outreach staff of licensed social workers supporting their unique social, emotional, financial, vocational challenges, and successes. At the time of the visit there were five TPE students in attendance.
6. The center employs a number of instructors who are qualified by training and experience in the educational areas in which they are assigned and in sufficient number to carry out the educational purposes of the program. A co-director at the Parent/Child Center, who is a licensed educator, oversees the program and teaches on a limited basis. The center also employs an education coordinator, who is licensed in special education.
7. Student health, attendance, assessment, and special education records were reviewed at the time of the visit. Fire drill records were reviewed as well.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year's statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil's full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE works with the student's school district which provides the services either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
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828-5414

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Brook Street Family Literacy Center's Teen Parent Education Program in Barre, VT, to serve a maximum of 12 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Brook Street Family Literacy Center's Teen Parent Education Program in Barre, VT, to serve a maximum of 12 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. Under the auspices of the Central VT Community Action Council, the Brook Street Family Literacy Center operates a Teen Parent Education (TPE) Program. Brook Street Family Literacy Center's TPE is a day program designed to serve a maximum of 12 students, female and male in grades 9-12, who are pregnant and/or parenting. The Central VT Community Action Council is a nonprofit organization serving the needs of families in Central VT. The goal of the TPE program is to support and provide an in-house program to assist pregnant and parenting adolescents finish their high school education in a supportive environment. The program operates 175 days per school year.
2. Central VT Community Action Council has Head Start and Early Head Start classrooms for children who need full-time care or who need full-time care while their parents are at work or attending school. This program is located in the building used for the TPE program and is licensed to operate an early childhood program by the Division for Children & Families.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on December 17, 2008.

4. The TPE program is housed in a former elementary school. On the second floor of the brick building, there is a large classroom, a small counseling room, and office space shared by the TPE staff. In the basement area there is a gross motor room, additional computers for student use, kitchen/meal preparation area, and laundry. Accessibility in the building is via an elevator. The program has received a Certificate of Occupancy (CO) from the Division of Fire Safety for use of the building for educational purposes.
5. The programs for the TPE students are developed on an individual basis, and each school district works with the TPE program staff to create individualized learning plans. The TPE students are required to be enrolled in a public school. There is a written agreement between the center and the enrolling school which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the enrolling school's counselor and administrator. The TPE students also have a myriad of services available at no cost—parent education and training, health and nutritional resources, physical and mental health services, family literacy activities, etc. At the time of the visit there were six TPE students in attendance.
6. The TPE has an educator, who is qualified by training and experience, in the areas of English, social studies, and mathematics. A second educator, who is qualified to teach science, will begin on July 1, 2010. These two educators will be responsible for carrying out the educational purposes of the program. The Family Literacy Center Manager oversees the program.
7. Student health, attendance, assessment records were reviewed at the time of the visit. Fire drill records were reviewed as well.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year's statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil's full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE works with the student's school district which provides the services either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
828-5414

Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**State Board of Education
June 14-15, 2010
Item G-2**

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Sunrise Family Resource Center in Bennington, VT, to serve a maximum of 15 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Sunrise Family Resource Center in Bennington, VT, to serve a maximum of 15 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Sunrise Family Resource Center operates a program titled Opportunities—A place for Success for pregnant and parenting adolescents in Bennington County. The program is a comprehensive and holistic effort to support young men and women earn a high school credential as they transition into parenthood and adulthood. This day program is designed to serve a maximum of 15 students, female and male in grades 9-12. The goal of the TPE program is to create an environment that is respectful and safe for student learning and exploration and one that encourages student involvement. The program operates 175 days per school year and follows the Mt. Anthony Union High School's school calendar.
2. The Sunrise Family Resource Center provides parenting and child care education and support, mental health services via an on-site clinician at Mt. Anthony Union High School, as well as family support to enable success at and beyond the program. The Center's on-site childcare program is utilized by the TPE program participants and is licensed to operate an early childhood program by the Division for Children & Families.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on February 26, 2009.

4. The Sunrise Family Resource Center has three separate buildings. The first two-story building houses a conference room that serves as a classroom for program participants. The second two-story building has two classrooms and a computer room on the second floor for the TPE program. The early childhood facility for infants and toddlers up to age two is housed on the first floor of this building. Behind this building is the “barn”, which is the childcare facility for toddlers age two through four. The third two-story building houses the agency’s main office, and a conference room and kitchen which both serve as classroom areas for the program. A mentoring program provides opportunities for each participant to be introduced to workplace skills by a staff mentor, including working in the childcare facilities, the lunch program, or the business office. The program has received a Certificate of Occupancy (CO) from the Town of Bennington Department of Code Enforcement Division for use of the building for educational purposes. The Division of Fire Safety has an agreement with the Town of Bennington to handle CO matters in Bennington proper. The Center is licensed to operate an early childhood program by the Division for Children & Families.
5. All TPE program participants must be enrolled at Mt. Anthony Union High School. The academic programs for the TPE students are developed on an individual basis utilizing the enrolling school’s syllabi. . There is a written agreement between the center and Mt. Anthony Union High School, which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the school’s counselor and administrator. The TPE students also have number of support services available including mental health counseling, substance abuse counseling, crisis intervention, healthy relationship counseling, etc. At the time of the visit there were eight TPE students in attendance.
6. The Center employs two individuals to provide instruction in the core subject areas. These individuals are qualified by training and experience in the educational areas in which they are assigned. The TPE program is overseen by the Center’s Executive Director, the Family Development Coordinator, and the Education Coordinator.
7. Student health, attendance, assessment records were reviewed at the time of the visit. Fire drill records were reviewed as well.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year’s statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil’s full-time equivalent enrollment in academic courses at the teen parent education program.
9. The school districts in the Southwest Vermont SU are responsible for special education services to qualifying students. The TPE works with the school districts, which provides the services either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
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Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Rutland County Parent Child Center's Teen Parent Education Program in Rutland, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Rutland County Parent Child Center's Teen Parent Education Program in Rutland, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Rutland County Parent Child Center's Teen Parent Education Program (TPE) is a day program designed to serve a maximum of 20 students, female and male, in grades 9-12. The program is a collaborative program that encompasses Even Start literacy components while providing a holistic education; one that encompasses the academic requirements of a traditional school, valuable life skills, parenting, guidance and mental health services. The goal of the TPE program is to enable the participants to be in a position to be self-supporting, contributing workers and citizens. The program operates 175 days per school year.
2. The Rutland County Parent Child Center provides parenting and child care education and support, mental health services, as well as family support services to enable success at and beyond the program. The Center's on-site childcare program is utilized by the TPE program participants and is licensed to operate an early childhood program by the Division for Children & Families.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on February 2, 2009.

4. The TPE program is located in what is known as the “Carriage House”. On the first floor there is a classroom with one large table for students to share. There are six computer work stations and plenty of space for students to spread out if necessary. A private office is located adjacent to the classroom for testing or academic meetings. The second floor is used by the Reach-Up Coordinators; the basement area houses the clinical and Development Director’s offices. The program affords an opportunity for the participants to attain on-the-job training in the following worksites: infant care, toddler floor, pre-k, and the office. A food program is expected to be added. OJT is one of the programs six basic components; the others being academics, counseling/therapy, parent education and support, job readiness activities, and interpersonal skills. The program has received a Certificate of Occupancy (CO) from the Division of Fire Safety. The Center is licensed to operate an early childhood program by the Division for Children & Families.
5. All TPE program participants must be enrolled in a public school. The academic programs for the TPE students are developed in coordination with the enrolling school. There is a written agreement between the center and the enrolling school, which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the school’s counselor and administrator. The TPE students also have number of support services available including on-site mental health counseling, parenting education/child development, transportation, and case management. At the time of the visit there were five TPE students in attendance.
6. The Center employs two individuals to provide instruction in the core subject areas. These individuals are qualified by training and experience in the educational areas in which they are assigned. The TPE program is overseen by the Youth Development Director and the Executive Director.
7. Student health, attendance, assessment records were reviewed at the time of the visit. Fire drill records were reviewed as well.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year’s statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil’s full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE works with the participant’s school districts, which provides the services either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
828-5414

Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to Springfield Area Parent Child Center's Teen Parent Education Program in Springfield, VT, to serve to serve a maximum of 15 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to Springfield Area Parent Child Center's Teen Parent Education Program in Springfield, VT, to serve a maximum of 15 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Springfield Area Parent Child Center's Teen Parent Education Program (TPE) is a day program designed to serve a maximum of 15 students, female and male in grades 9-12. The Springfield Area Parent Child Center is a nonprofit organization that was incorporated in 1992 to offer parenting support and services to families with young children in Southern Windsor and Northern Windham counties. The goal of the TPE program is to provide academic instruction, work readiness skills, parenting, and life skills to pregnant and parenting teens in a supportive and nurturing environment. The program operates 186 days per school year.
2. The Springfield Area Parent Child Center provides parent and child care education and support, as well as early care and education services. The Center's childcare and preschool programs are licensed by the Division for Children & Families. The on-site child care center is also accredited by the National Association for the Education of Young Children (NAEYC).
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on January 6, 2009.

4. The Springfield Area Parent Child Center has a suite of rooms for the TPE program. It includes a small classroom, computer lab, large classroom/dining area, and kitchen. Other rooms available to the students are small, private meeting areas, and a large conference room. There are three job sites at the center for the TPE students: Myrtle's Closet, a community thrift store that helps to support the programs, a reception room, and the child care center. The program has received a Certificate of Occupancy (CO) from the Division of Fire Safety for use of the building for educational purposes.
5. All TPE program participants must be enrolled in a public school. The academic programs for the TPE students are developed on an individual basis utilizing the enrolling school's syllabi. . There is a written agreement between the center and the enrolling school which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the enrolling school's counselor and administrator. The TPE students also have number of support services available including mental health counseling, the Healthy Babies, Kids and Families Program, the Family, Infant, and Toddler Program, children's mental health services assessment and diagnosis, etc. At the time of the visit there were five TPE students in attendance.
6. The Center employs a number of individuals who are qualified by training and experience in the educational areas in which they are assigned. These individuals instruct in the core subject areas. The TPE program is overseen by the Center's Executive Director and the Learning Together Coordinator.
7. Student health, attendance, assessment records were reviewed at the time of the visit. Fire drill records were reviewed as well.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year's statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil's full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE works with the student's school district which provides the services either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

Pat Pallas Gray
Independent School Consultant
828-5414

Mike Mulcahy, Coordinator
Student & Educator Support
828-5108

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant initial approval as an Other Education Program to the Northeast Kingdom Parent Child Center South's Teen Parent Education Program in St. Johnsbury, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12?

RECOMMENDED ACTION:

That the State Board of Education grants initial approval as an Other Education Program to the Northeast Kingdom Parent Child Center South's Teen Parent Education Program in St. Johnsbury, VT, to serve a maximum of 20 pregnant and/or parenting students in grades 9-12. This approval is for three years, through June 30, 2013.

Approval is subject to the condition that this program immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §1073(b)
State Board of Education Standards I-IV

BACKGROUND INFORMATION:

1. The Northeast Kingdom Parent Child Center South's Teen Parent Education Program (TPE) is a day program designed to serve a maximum of 20 students, female and male in grades 9-12, who are pregnant and/or parenting. The Northeast Kingdom Parent Child Center South serves students from Caledonia and Southern Essex counties. The goal of the TPE program is to support and provide an in-house program to assist pregnant and parenting adolescents in earning their high school diplomas or pursue other secondary education options, concurrent with receiving parenting education support. The year-round program operates 28 hours per week.
2. Northeast Kingdom Parent Child Center South is licensed to operate an early childhood program by the Division for Children & Families.
3. On behalf of the Commissioner, Laura Glass and Pat Pallas visited the Teen Parent Education Program on March 5, 2009.
4. The TPE program is housed in the Northeast Kingdom Parent Child Center South's facility. This location provides two primary classrooms specifically for the education

program. In addition, students have unlimited access to most of the building including a library area, gym, computer lab, kitchen, and play group childcare areas for parenting activities. The outside areas consist of a large field appropriate for structured group activities, a garden, and wooded areas that provide opportunities for environmental students. The community provides several opportunities for learning off-site. Those include Lyndon State College and its facilities, Fairbanks Museum and Planetarium, Catamount Arts, Community Libraries Northeast Kingdom Learning Services, and Community High School of Vermont. The building received a Certificate of Occupancy (CO) from the Division of Fire Safety for use as an educational facility.

5. The TPE students will be enrolled at Lyndon Institute. The students' programs are developed on an individual basis using Lyndon Institute's course syllabi; Lyndon Institute will issue credit to students who submit completed portfolios to Lyndon Institute that meet the standards set forth by the course syllabi. There is a written agreement between the center and Lyndon Institute which outlines the course(s) to be completed, the credit goal, and credit transferability. This agreement is signed by the student, parent/guardian (if applicable), and the enrolling school's counselor and administrator. Support services available to students are provided by onsite staff and community partners. These services include working in collaboration with reach-up case managers to provide transportation and childcare. Guidance and counseling are provided onsite with outside support from community partners and referrals are made when appropriate. At the time of the visit there was one TPE students in attendance.
6. The center employs five individuals who are qualified by training and experience to provide instruction in the core subject areas. The program is overseen by the NEKCA Parent Child Center Director, who may also teach on a limited basis.
7. The one student's health, attendance, and assessment records were reviewed at the time of the visit.
8. The school district of residence, pursuant to Act 192 of the 2007-2008 legislative session, pays the teen parent education program 83 percent of the prior year's statewide average net cost per pupil as calculated under 16 V.S.A. §825 minus debt service, prorated based on the pupil's full-time equivalent enrollment in academic courses at the teen parent education program.
9. The enrolling school district is responsible for special education services to qualifying students. The TPE will work with the student's school district, to see that the services are provided either directly or through contract with a private or public educational agency.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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